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ABSTRACT

Developed by a committee of principals, counselors, and teachers as part of the local World of Work program, this curriculum guide is designed to aid in providing occupational information and career decision-making skills for grades K-12. Major purposes of the guide are to: (1) provide occupational information that is both educational and vocational, (2) give the student experiences and training in decision-making, (3) develop in the student a healthy self-concept, and (4) utilize community resources to enhance the student's knowledge of careers. Detailed curriculum outlines are suggested for elementary grades (kindergarten, lower and upper primary), secondary grades (grades 7-11), and 12th grade. Several questionnaires, data gathering methods, sample parent interview forms, an attitude survey, and self rating evaluation charts are appended. Resource materials for all grade levels are listed. (AW)

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THE WORLD OF WORK
A CURRICULUM GUIDE FOR
GRADES ONE THROUGH TWELVE

A COOPERATIVE PROJECT
BETWEEN THE ORLEANS PARISH
PUBLIC SCHOOLS AND THE
EDUCATIONAL SYSTEMS
DEVELOPMENT CORPORATION

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TABLE OF CONTENTS

		Page
I.	Introduction	1
II.	Curriculum Outline	3
	Purposes	3
	Elementary	3
	Kindergarten	4
	Lower Primary	4
	Upper Primary	13
	Secondary (Grades 7-11)	20
	Twelfth Grade	35
III.	Recommendations	38
IV.	Appendices	39
	A. The Committee	39
	B. "ME"	40
	C. "What Is A Job?"	41
	D. Data Gathering Methods	42
	E. Parent Interviews	43
	F. Parent Interviews	45
	G. Attitude Survey	46

TABLE OF CONTENTS Cont'd

H. Attitude Section.....50

I. Job World.....53

J. Self Rating Chart.....56

K. Self Evaluation.....57

V. Resource Materials.....58

A. Teachers, Elementary.....58

B. Students, Elementary.....60

C. Students, Secondary.....65

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I. INTRODUCTION

The World of Work program has been at work in the public schools of Orleans Parish since the 1966-67 school year. During that session, a pilot program of classroom instruction in occupational information and career decision-making was developed and taught on a trial basis in a representative sample of junior high schools. Instructional methods and materials designed to acquaint youth with up-to-date concepts concerning the World of Work were field-tested by teachers, counselors, and administrators.

During the 1967-68 school year, continued efforts were pursued to further develop and refine the methods and materials which have been employed. A wide variety of materials were surveyed; filmstrips and other visuals were secured and a coordinated unit of study for ninth grade students was developed along with an accompanying teachers' guide. A field trip and career-day guide were developed and through the cooperation of WYES-TV, a series of six half-hour programs coordinated with the unit of study was produced.

During 1968-69, the World of Work Project continued in two major phases. First, an in-service training program was designed and conducted for teachers and counselors from six additional junior high schools. Second, a pilot program was initiated in three elementary schools to examine the feasibility of certain instructional materials and methods at that level.

In the 1969-70 school year, the World of Work program developed in three stages. First, a committee of elementary teachers worked on a design for a vocational development program. The members of this committee met regularly in in-service sessions to explore these possibilities. Secondly, a limited amount of in-service training was provided for a counselor-civics teacher team from each of the 22 junior high schools in Orleans Parish.

INTRODUCTION Cont'd

Through this in-service training program, representatives from each Junior High School became familiar with the unit of study on occupations. Third, a committee of Senior High School teachers and counselors was formed to develop pilot programs for field-testing in selected classes in the high schools. The members of the committee developed methods and materials to provide vocational concepts to students in senior high schools.

The World of Work program in total hopes to supply each student with enough information and skills so that when the time comes to make a career choice, he is quite able to do so. This is a continuing process that begins in early schooling. To this end, a committee of principals, counselors, and teachers was formed, during 1970-71, to develop a curriculum guide to provide occupational information and career decision-making skills to children from Kindergarten through grade twelve. The following curriculum guide and recommendations are a result of their cooperative efforts.

II. CURRICULUM OUTLINE

PURPOSES

Interest in career development begins early in the child's life. The experiences of early childhood have a great influence on later career decision-making. The purpose of this guide is to embellish these experiences in the child's school career. The four main areas for these purposes are:

A. Occupational Information

To provide occupational information that is educational as well as vocational. To give the child an understanding of work in family, personal and social life.

B. Decision-making Skills

To give experiences and training in decision-making. Since a career is not a single choice but a series of choices, the child needs preparation for this activity.

C. Self-Concept

To develop a healthy self-concept so that decisions can be made based on a knowledge of his own individual worth.

D. Community Resources

The utilization of community resources to enhance the child's knowledge of careers.

ELEMENTARY

The World of Work Program for the elementary school child is an exploratory program intended to introduce him to the skills that ultimately lead to a career choice. It is the hope of the members of the elementary committee that the value of education to their lives will

be made apparent to all children through the activities found here. The committee members felt that the social studies program in the elementary school was well-suited to the needs of the World of Work program. Therefore, the activities and programs developed by them are intended to be used in that discipline.

The committee working with the Social Studies curriculum developed activities and programs around themes such as Communication, Transportation, Food, Shelter, and Clothing. These are topics continually explored at the elementary grades and lend themselves well to the World of Work aims.

KINDERGARTEN

The committee feels that the earlier World of Work emphasis is begun, the better, to this end, it is suggested that thorough use be made of the Multi-Media Social Studies readiness kit entitled School, Families and Neighbors by Field Enterprises Publications. This kit with the accompanying text, Working, Playing,Learning provides the students with the experiences considered most valuable for the program.

LOWER PRIMARY

The activities suggested in this section are applicable for use with grades one, two and three. Some can be used at each level; others at only one. The committee felt that the decision as to the appropriate level usage should be left to the discretion of the teacher as the person best in knowledge of the abilities of the children. The number of activities contained here provides a wide choice and the nature of the activities lends itself to adaptation for most levels.

A. Self-Concept

Have each child's mother supply a small snapshot of the child. Or arrange to have the mothers help take Poloroid shots of the children in class. Use the pictures to decorate nametags. Take the

time to introduce each child to the class. Include in each introduction some interesting fact about the child such as "Johnnie wants to be a baseball player when he grows up".

After the picture nametags have served their purpose, have each child mount his picture on 9 x 12 drawing paper. (Use staples or transparent tape.) On the paper, have the children draw pictures of such things as their favorite food, their favorite color, their family, their pets, etc. Use the "THIS IS ME" papers in a bulletin board design or arrange them as wall decorations.

Help each child learn his address and telephone number. When he demonstrates he knows them, add the numbers to his "THIS IS ME" sheet and affix a gold star or "Well Done" symbol on it.

Hand a child a mirror. Ask her to tell what she sees in it. (After you have demonstrated first.) Perhaps she says, "I am a girl with blue eyes". After everyone has a turn, ask what the mirror doesn't show. ("I like hotdogs".) Children begin to learn how they are different and alike in appearance and in preferences.

Display and compare silhouettes to find differences and similarities in facial features. Study noses, lips, chins, and hair styles and discuss individual preferences. Establish outward reasons for liking classmates.

Ask the students to finish the sentence, "I like me when-----". Their answers will show that their reasons are as varied as the silhouettes. Further discussion will make it clear that their differences and similarities make them likeable.

Have the children invite parents or an adult to tell how he or she earns money to share with their family. On Visitors' day, a banner may be hung across the room announcing, "John's father (Uncle, etc.) is here today". His name, occupation and time of arrival are posted on the Bulletin Board.

Provide positive, constructive, specific information instead of generalizations. Listen intelligently to each child. Let him plan, with you as a partner, his activities and his workload. Give him opportunities to express himself through various media. Record and encourage him to record his own stories, using words and pictures. Praise his achievements, no matter how small they may be. Trust him to take responsibility for certain jobs that correspond with his capabilities. Encourage him to contribute his knowledge to class and group discussions. Respect his right to make mistakes and to learn from these mistakes Set realistic short and long-term goals for him to reach. Study his characteristics and behavior in relation to himself, rather than to the entire group. Avoid labeling the child. Allow him to maintain his integrity. Encourage his interests and assets. Reward and reinforce positive behavior. Ignore negative behavior as much as possible.

Through the medium of the stage, whether a stationary, dressed one or a makeshift one in the classroom:

a. Enhance the self-concept by the use of facial and/or body makeup to become a distillation of life, to become bigger than life, to become another life; i.e., an Indian Brave, a soldier; a clown.

b. Enhance the self-concept by the use of costumes to become an actor; e.g., a ballerina, a bunny, Little Red Riding Hood.

c. Enhance the self-concept by the use of the imagination in creative role-playing, pantomine, improvisation, e.g., a bench used as a tree, bridge, etc.

d. As a corollary to "c", enhance the self-concept by writing plays, especially about the World of Work familiar to the students.

e. Enhance the self-concept by the use of a poloroid camera to record instantly the above experiences of the stage.

B. Occupational Information

Ask parents to mail greeting cards for any holiday or postcards to the class. Upon their arrival, permit the children to examine the postmarks and stamps. Discuss what happens to a letter once it is placed in a public mailbox.

The teacher can improvise games using the toy telephone and other appropriate props, such as a lineman's cap; a fireman's tools, a headset or earphones, an improvised switchboard, etc.

The lineman installs the telephone at the request of the "telephone operator" wherever the "customer" sits.

The operator asks the lineman to install a telephone at the "home" of Ethel or Mike. The operator then dials a number and after a ringing tone, she says, "Hello, is this Ethel Jones?" The child responds and the operator may ask a riddle, she may request a rhyming word; the spelling of a particular word; etc. The operator says, "Congratulations, and thank you", after receiving the correct response. If the "customer" needs assistance, the teacher may give a clue to the correct response.

Have the students read books about cities; look up information in encyclopedias, find local information in the newspaper.

Make field trips to country places, look up information on economic situations in the city and country.

The teacher types short stories on bottom of 9 x 10 sheets of drawing paper. Turned face down in a box, then give random choice. The child, after finishing his work, does a crayon picture to match the stories.

Subjects having to do with various occupations which have been previously discussed may be used: community helpers, school workers, construction workers, etc. Example: "I am the school nurse. I help to keep you well. I am checking these girls and boys to see how big they have grown."

or

"I am a TV repair man. I have come to your home to fix your television set."

Tour the school buildings and playground. Demonstrate proper use of drinking fountains and other school facilities, such as the library, cafeteria, resource centers, etc.

C. Community Resources

Visit library for books and audio-visual materials on air, airports, and planes. Secure pictures of large and small aircraft (on the ground and in flight), pilots, hostesses, and other airport personnel. Use these for display, arrange picture books for class use. Cut a large grocery carton in such a manner that a circle is cut out of the bottom for wings, propellor and shoulder

straps added. This can be used for play indoors and out. Discuss pictures, sing songs, read poems, and books about airplanes and airports. Dramatize all personnel connected with airlines, airplanes, and airports.

Children can take field trips to transportation centers (railroad, airport, bus stations, riverfront) and do reports on their findings and other research.

Children can hear from resource personnel about changes in city structure, compare old with new developments in city, invite parents in to explain changes in their professions and environment.

A visit to the Civic Center, especially to the City Hall and the City Council to see it in action. Opportunity to discuss the roles of the mayor, the council, clerk; the secretary should be provided before the trip to take notes which are followed up later. There should be a correlation with the civic clubs of the students in the school.

A bus tour of the city reveals the location of New Orleans on a waterway, which is a main artery of the United States. On the riverfront are the wharves. Across it are two bridges, the Greater New Orleans Bridge and the Huey P. Long Bridge. On the riverfront are ferry boats, tug boats, seagoing vessels, vessels from foreign ports. Thinking is triggered to discuss the many occupations that contribute to these operations--engineers, river pilots, workers in the steel industry, etc. Civic responsibility and the pollution of our waterways are natural topics. The New Orleans skyline further proposes discussion of architecture, culture, different peoples, etc.

The same can be said of underpasses, overpasses, expressways, airport, busses, streetcars, and automobiles. Newspapers reveal discussions about the proposed dome stadium. How will it change our skyline? Who will design it? Who will build it?

Visits can be made to the Old French Market and the world's largest supermarket. Exchange of money for goods and services, division of labor, occupations in the marketing of foodstuffs are outgrowths of such occupations.

Students are led to see:

1. How the school fits into this larger community. Stepping stones are neighborhood stores, shopping centers, schools, hospitals, churches, public buildings, special businesses, etc.

2. 2. How familiar occupations of the community fit into the city at large. Some of these that can be subjects for discussion are the policeman, fireman, teacher, nurse, businessman, salesman, minister, councilman, sanitation worker, etc.

3. How the family contributes to the livelihood of the city. Taxation can be discussed through this focus. Family structure and responsibilities and family occupations open the door to this subject.

4. How New Orleans compares with other cities--similarities, dissimilarities; New Orleans may be compared with an older city, a younger city, a European city, with another port city, an inland city, etc. Peoples, cultures, languages are all important topics.

C. Community Resources Cont'd

Have each child send a letter to himself. Before visiting the post office, have each child tell his address to the teacher who prepares his envelope. Have each child place a sample of his work inside and seal the envelope.

At the post office, each child purchases a stamp and affixes it to his letter. Have the postal clerk cancel the letters and show the children how they are sorted for delivery.

When the letters are delivered to their homes, the children will be pleased to receive mail and the parents will be pleased to receive samples of their work.

D. Decision-Making

Thinking skills should be used for evaluation and decision-making such as:

1. Help the children to develop an understanding that a person or a thing can have more than one characteristic.

2. Give each child a turn at looking into a large mirror and reporting to the class two things about himself-for example, "I have blue eyes and brown hair".

3. Display various articles, one at a time. Each child offers a descriptive phrase about the displayed item until they run out of things to say. Later, display somewhat different items and in the same way, elicit comparisons.

Play "IF". Display such things as yarn, rock, wood, brick, newspaper, blank paper, box, clear plastic, glass. Raise questions like: If you were going to build a house(or make a sweater), which would you use? Ask the children to explain their answers. (In many cases, more than one item might be considered an appropriate answer). These activities give the children an awareness of goods and services.

Select two "talk-it-over" chairs, placed so that they face each other, in an isolated corner of the classroom. These chairs should be alike in every way.

When a child approaches the teacher with a problem with another, the children are sent to the "talk-it-over" corner to iron out their differences. When the problem is resolved, the children rejoin the group and act upon whatever decisions they have reached.

Let the children choose the cast. Add parts by giving life to inanimate objects or props. Be generous in the number of stagehands. Select a narrator with creative verbal ability. Do not type-cast. Have two or three casts for different interpretations. Let the children improvise their own lines. Have plenty of props for their use; old hats, aprons, shawls, skirts, jackets, neckties, and purses. After the group has had some experience, invite a larger audience to enjoy the performances.

Working as a group or independently, have students compose one or two sentences summarizing the day's highlights. The teacher writes it on the board and the children transfer it to their classroom diaries. Use diary entries to motivate learning. They make excellent, pertinent leads to discussions which motivate learning.

UPPER PRIMARY

The committee while trying to implement the World of Work program into the curriculum for the upper elementary child determined a need in addition to the World of Work concepts of Self-Image, Community Resources, Occupational Information and Decision-making. The committee felt that to help the upper elementary child see real purpose for his schooling, he could be introduced at this time to a process which will be a very important part of his secondary schooling. The members of the committee therefore developed the upper elementary concepts of the World of Work into a guidance program to be conducted by the classroom teacher. This program can be developed with whatever additions or deletions that the teacher may feel necessary for the benefit of fourth, fifth and sixth grade students.

SESSION ONE - Orientation

On the chalkboard, write the words, "Why?", "What?", "When?", "Who?". These words will be used as a basis for establishing the description of the program.

Begin by telling the children they are going to participate in a new guidance program that will help them find out more about themselves and about the many jobs, careers, and opportunities in the World of Work. Write the word "Guidance" on the blackboard. Ask the children to define guidance. It might be defined as "giving help". Write this definition on the chalkboard.

The next step would be to establish the "Why?" of the program. Ask the children why they think finding out about jobs and careers is an important thing to do.

They might volunteer such reasons as:

a. Help us with our education
b. Help us find our about the future.
c. Help us find our about work.
d. Help us lead happy lives.

Write the children's concepts of the "Why?" of the program. Ask the children why they think finding out about jobs and careers is an important thing. Discuss.

The "What?" is then introduced. This information is taken from the prepared schedule of activities found below. Encourage questions. The "What?" of the program is significant. It arouses interest, anticipation and serves as a guide to coming events. This should be described in much detail, permitting questions and recommendations.

The information you relate should include:

a. Use of films and filmstrips (give titles and some description of subject matter. For example, "Who Am I?" shows that people are alike in many ways, and different in other ways. "What do you like to do?", "What is a Job?", "Job Families", and "What Good is School?"-SVE-World of Work Series).

b. Use of tape-recorder in role-playing of interviews, showing what a worker does, telling stories, etc.

c. World of Work notebook to be made by each child. This note book will contain a picture of the child, a self-portrait, all the work sheets used in the guidance sessions, related information brought in by the child, drawings and pictures of people in various occupations, etc.

d. Speakers-names, topics and any personal descriptive information you have.

e. Trips-names of possible field trips and the purpose of each.

f. Optional-Class Book-this is a book containing work and information contributed by each child. It could have a

page for each child with his picture and a paper he has written about what he would like to do in the World of Work, information about the child's parents' occupations and/or picture and papers about field trips, etc.

During the description of the program and in subsequent discussion, it should be clear that questions are always welcomed, that any kind of questions may be presented and there are no right or wrong answers.

In this type of program, you can be most helpful by listening, giving information, showing deep interest, accepting the children for what they are, inviting their ideas, and sharing in their enthusiasm.

The "When?" of the program can be summarized briefly by giving the time for these activities.

The "Who?" of the program are the children themselves, as well as the people who will appear as guests. The children should feel the importance of their participation and involvement. For example, use a pupil to introduce guests. The children will be responsible for writing "thank you" letters. Pupils act as hosts and greet the guests when they arrive in the school office. Most important, pupils are encouraged to suggest topics they would like to have discussed.

SESSION TWO - "Who AM I?" or"Getting to Know Myself"

To make the child aware of who he is and what his capabilities are.

To come to an understanding of why he reacts to situations as he does. The pupil has to believe in himself if he is to develop his potentialities.

Have the children take a blank sheet of paper and draw a person, wait five minutes, then, ask them to put their names on the back. Shuffle the papers and pass them out again. Allow the group to try and figure out whose paper they have without looking at the name. Children's drawings tell about their self-image. Usually, they draw the same sex, and if the drawing is centered and well-balanced, they have a good self-image. If it is off-centered or small, they feel inhibited. This could be done again at the end of the year to see if there has been any change.

Make a booklet or notebook to keep all pictures and work relating to World of Work.

SESSION THREE

Take a picture of each child (using a poloroid camera if one is available). Have each child write about himself: name, age, sex, some description, what he likes to do, what he doesn't like to do, size of family, hobbies, chores, etc. Mount picture on this paper. Give the children a chance to read their papers to the class. It is their choice. Do not force them to do this as these papers are highly personal. Or use "ME" (Appendix B) or put these in a notebook.

SESSIONS FOUR AND FIVE

A filmstrip can be used here.

SUGGESTED: SVE World of Work Series - "WHO ARE YOU?", or "PEOPLE ARE DIFFERENT AND ALIKE", or SVE World of Work Series, "WHAT DO YOU LIKE TO DO?".

Allow the children to discuss any questions and answers. THE SVE World of Work films should be shown at two different sittings as they are very long. All of these films may be ordered from OPSB Audio Visual Department. Children can discuss how they are different

from others and how they are like one another.

They might also like to list these ways in their World of Work notebook.

SESSIONS SIX AND SEVEN

Ask children to list jobs they have a home. Show first part of filmstrip, SVE- "WHAT IS A JOB?". Ask them to list three jobs they would like to have when they go out into the World of Work and the reasons why. Also, list a job they would NOT like to have and why.

Let the children read these at the next session and make a chart showing what kinds of work the boys and girls are interested in.

Or, before showing the filmstrip, give the "WHAT IS A JOB?" (SVE World of Work Series) survey again. Chart the results both times. (See Appendix C).

SESSIONS EIGHT AND NINE

Ask the pupils to find out what their parents' work is and how much education is needed for their job. (See Appendix D).

Help the children make a list of questions they would ask their parents about their work. (An oral interview and pupil writes down parents' responses).

Have reports on the parental interview. (See Appendix E).

Send note (attached copy) home asking parents (fathers, in particular), to send a picture of themselves (at work, if possible) or have children look through magazines for pictures showing the kind of work parent does and make a bulletin board of "Our Parents at Work". If no father is in the home, ask for a picture of their mother at work. (If a housewife, a picture of her working).

From this might grow field trips to different businesses where parents work or

invite some of the parents to take a short period of time and talk about his or her work and bring tools of their trades.

NOTE TO BE SENT TO PARENTS AS REFERENCED IN PARAGRAPH 4 of SESSIONS EIGHT AND NINE

Dear Parents (fathers in particular):

We are working on "image building" in our room. Would you help us by sending a small picture of yourself and one or two lines telling what kind of work you do? I think it is important for children to be proud of what their fathers do.

As soon as the bulletin board of "Fathers in Room 27" or "Our Parents at Work" is completed, we will send you a note inviting you to pay us a visit.

Thank you.

Signed (Teacher, Grade___)

Let the next several sessions be an outgrowth of the preceeding two sessions (Eight and Nine) where field trips are planned and/or parents are invited to come and talk about his or her work. Ask parents to bring tools of their trade. Be sure parents understand how much time they will have and ask them to allow time for the children to ask questions. (See Appendix F).

Films or filmstrips about various jobs could also be utilized at this time. Refer to Bibliography.

The last two sessions are an evaluation of the program.

A questionaire is used called an "Attitudes toward Work Survey". It will give the teacher some clues as to the child's present thinking in regard to himself and his outlook on the future.

MATERIALS NEEDED:

Questionaires (See Appendix G).

Introduce this lesson by saying "Today, we are going to find out how you feel about the program, World of Work. This is not a test. You will have a question followed by Yes, probably yes, probably no, no. Draw a circle around the answer that is most correct for you." (It may be best for the teacher to read each question aloud and allow enough time for each child to work his answers).

There are three types of questions on the test. The teacher should go over each set of directions carefully with the children to make sure they understand what they are to do.

After the evaluation forms are completed, you may have time to permit the children to read some of their ideas. All of these responses are highly personal and will need your respect and support. Make a summary of the answers, one for the boys and one for the girls.

Have another lesson reviewing the summaries and answers with the children. This will give you an opportunity to explore the reasons for their particular responses.

SECONDARY

PURPOSES

The secondary school students' attitudes to the World of Work have intensified and become more refined than the ones they held as an elementary school child. In junior high school, career choices are more tentative than fantasy and the senior high student faces very realistic career decisions. Therefore, the tasks of the secondary school to be of value to the student must be more specialized in its approach to World of Work skills.

The four main areas of concentration are:

A. Occupational Information to provide information about specific careers, the amount of education required, the tasks of the job, the degree of mobility within the job and the salary expectations of various careers.

B. Decision-making skills - to enable the student to develop a sense of self-determination and to apply decision-making processes to areas of study, and, on an exploratory basis, certain career fields.

C. Self-Concept - to develop a realistic concept of one's values and beliefs about careers as they relate to personal and social needs.

D. Community Resources - the utilization of community resources to add to the student's knowledge of careers.

SECONDARY DESCRIPTION

The committee working on the World of Work program at the secondary level agreed to work in the English and Social Studies programs-grades seven to eleven and through an intensive counseling program in the twelfth grade. It is hoped that a new slant to English skills such as,

use of the telephone, filling out cards and forms, the interview, memberships in clubs, discussions and use of the library will help the students to see the relevancy of the English curriculum and their school life to their pursuits after school. In the same manner, in the Social Studies curriculum, with the mastery of skills such as the use of maps, researching information, comparing and evaluating information and the personal elements of this discipline, will come a realization of the relevancy of social studies to their lives.

It is hoped that the classroom teacher will make use of as many field centered experiences for the students as is possible. Also, that people from the local business and industrial communities be used as resources. Further, the committee suggests that the counselor is an integral part of the teaching team and should be relied upon heavily to give vocational information to the students. The counselor is an excellent and readily available resource person for the teacher to use for the benefit of the student.

SOCIAL STUDIES - Grade 7

The World of Work emphasis at the Seventh Grade can be developed around the way people lived, earned a living and the constant change in life styles in the nation's history. Transportation, Communication, Shelter, Food and Clothing which are themes emphasized at the elementary level can be further developed and become more sophisticated in its conceptual approach for the United States History Course in junior high.

The first two trimesters are devoted to a review of U. S. History from 1000 to 1853. In reviewing the economy of Renaissance Europe and Colonial America which had a great influence on our political history, the teacher can help the class examine the influence that these same factors had on the life style.

During the review of the development of industry, agriculture and culture, the growth of transportation and the expansion toward the West , an examination of the World of Work themes will provide a linkage, a continuum, from their studies in the grades.

In the Third Trimester, the opening of other territories to American settlement expanded the way of life and the patterns of ways in which people supported themselves. The emergence and development of industry and the conflict that arose as the agricultural areas fought the expansion of the industrial way of life can help the students to an understanding of how we developed our way of life today. The teacher can assign activities whereby the students can find for themselves the advantages and disadvantages of rural and urban societies. This will lead them to a better comprehension of their own urban or suburban conditions. A comparison may even be drawn between the movement from rural to urban and the current trend from urban to suburban.

The Fourth Trimester covers the growth of industry and the development of large factories. The increase in transportation and communication influenced the way of life of the American people greatly. The farmers organized to protect themselves. The importance of these factors to our life styles can be explored by the students.

The classroom teacher could have a member of the Chamber of Commerce and a labor union member as resource persons for this.

The Fifth Trimester covers the social, economic and political problems which result from the growth of large cities which can be explored by the class as factors which influence their life style and job choice now. The teacher can plan a visit to a city council meeting or a city councilman may be invited to talk to the class. Another resource to consider may be a speaker from Model Cities to explain what the function of that organization is.

English-Grade 7

Text - English for Meaning
Houghton Mifflin Co.
Boston, Massachusetts

Chapter I. Everyday Uses of Language

Part 7. Telephoning

In Simulating and Role Playing, various types of telephone conversations, the teacher may include:

a) Inquiry for Employment
b) Inquiry to answer an ad
c) Inquiry to check an appointment

It should be noted that proper social telephone conversations are a good basis and beginning to appropriate World of Work skills.

Chapter II. Language in School Life

Part 1. Filling Out Cards and Forms

Correctly and Efficiently filling out forms and cards from the beginning prepares the student to fill out job applications and college entrance forms. The counselor can be used as a resource person.

Part 3. How to Use Your Textbook

This section deals with the type of organization and fact-finding data that is important in the World of Work.

Part 5. Interviewing to Get Information

The interview is an invaluable skill for life and one which can be emphasized for vocational and university opportunities. A personnel manager can be used as a resource.

Chapter III. Clubs and Organizations

This whole chapter can be important for the development of a healthy self-image. The counselor can be called upon as an advisor.

Chapter IV. Discussions

Another tool for the development of the self-concept. The school counselor can act as a consultant and head groups.

Chapter VI. Making Things Clear

Clear, concise expression of ideas and ability to organize ideas and concepts is an an invaluable tool for the World of Work.

Chapter VII. Social and Business Letters

Again World of Work emphasis.

Chapter IX. Finding Information

Research skills are important to the World of Work, the academic and vocational aspects of these skills should both be emphasized. The school librarian can be a resource.

Chapter X. Reading Effectively

Improved reading skills are invaluable to any person in all walks of life. The use of the newspaper in the classroom and a trip to a local newspaper can be effective in this regard.

Chapter XIII. Speaking and Listening

Two important aspects in any successful walk of life. A member of any communications media can be used as a resource here.

Chapter XXVI. Using Worlds Effectively in Sentences

Parts 2, 3, and 4 deal with using the dictionary. This skill and all other research skills are vital to the World of Work.

Chapter XXVII. Writing a Good Paragraph

The vocational aspects of this area should be brought to the attention of students.

The final section of this text entitled On Your Own can be utilized to employ the concepts of self-image, decision-making, and utilization of leisure time which is important for all students to begin to understand.

Social Studies-Grade 8

Text: Our Louisiana Legacy
Steck-Vaughn Company
Austin, Texas

The use of maps and researching information are skills that are important to social studies and of value in making an intelligent career choice. Being able to compare and evaluate information is also important for decision-making and is emphasize in the assignments at the end of each chapter in the text. The Vocational implications of these skills should be pointed out to the students.

The early history of the Louisiana Colony and the dependence on trade will assist the students in an understanding of the need to work that the colonists felt. It also demonstrates the reliance on our part upon the natural resources of our state. Resource persons that could be brought to talk to the class:

a) Representative of Louisiana Conservationists
b) Member of Louisiana Landmark Society
c) Operator of Stall from the French Market.

Field Trips of value:

a) Cabildo
b) Presbytere
c) Audubon Park
d) Ursuline Convent
e) Chalmette Battlefield.

The development of Louisiana as a state with the social, religious, economic and education problems and the ways in which people worked to better these conditions is a valuable training in vocational development for the student.

Chapters eight and nine which deal with agricultural and industrial Louisiana are important so that the students can learn how they will be able to live in Louisiana.

Resource Persons:

Representatives from

1. Farming Organizations
2. Ranching Organizations
3. Fisheries and Canneries
4. Petroleum Industries
5. Sulphur Industry
6. International Salt Company
7. Sand, Clay, Shell Industries
8. Small boat manufacturing Cos.
9. Louisiana Tourist Bureau

Field Trips:

1. French Market
2. A farm or ranch
3. A fish cannery
4. An oil company
5. Freeport Sulphur Company
6. Avery Island
7. Any of the docks in New Orleans.

English-Grade 8

Text: English for Meaning
Houghton Mifflin Co.
Boston, Massachusetts

Chapter I. Getting Along With Others

Part 5. Informal Interviews

Suggested activities in the text can be used to develop World of Work skills. In addition, students can interview teacher, principal, counselor, custodian, etc. about their work.

Chapter II. Using Language in School

Part 4. Revising and Proofreading Your Work.

Check list offered in text can be used to develop skill of writing personal resume which is vital in job and college applications . In addition, a visit to the newspaper or a speaker from the local newspaper to tell the class about editing jobs is suggested.

Part 6. Taking Tests.

Guidelines given in text can prepare students for testing for job or college.

The school counselor can act as a resource person for the classes in regard to testing.

Chapter III. Group Activities

Working with and getting along with others is important to World of Work. Good builder of self-concept.

Chapter IV. What is Language

The activities in the text all lend themselves to the development of World of Work concepts and skills of communication.

Chapter V. Discussions

The ideas and activities presented in this text lend themselves easily to World of Work concepts such as self-image, decision-making.

Chapter VI. Corresponding with Friends

Business letter or social letter writing skills are invaluable to development of World of Work concepts.

Chapter VII. Making Things Clear

Observation, Identification, and Exposition which are skills developed in this chapter are skills required for successful participation in the World of Work.

Chapter IX. Speaking and Listening

The skills emphasized in this chapter with the study guide are skills needed to function successfully in the World of Work. Resource persons can be brought to the class for these skills, such as the school counselor and a college admissions officer.

Chapter X. Finding Information

Research skills are valuable and vital to the World of Work. Exercises in this chapter for discussion and for written work can be supplemented with questions such as:

1. In what numbered Dewey Decimal group would you find books on aircraft mechanics, etc.?

2. In what kind of reference books would you find information about careers? (The D.O.T. and Occupational Outlooks Handbook can be introduced).

Chapter XI. Using Reading Skills

Reading skills are vital to the World of Work. The teacher can introduce in this chapter the use of Classified Advertising and deciphering of information concerning college admissions.

Chapter XII. Reports

The importance of deciphering and reducing information to a workable form is a skill required in all aspects of the World of Work.

Chapter XIII. English in Business

This chapter deals in a capsuled way

with some skills of the World of Work.

At the end of this text, the section called On Your Own asks the students to use problem solving techniques in handling every day problems.

Decision-making is an important skill in the World of Work and is ably cared for in this section.

Social Studies-Grade 9.

The committee recommends that the World of Work unit in the fifth trimester be utilized. They feel that the unit is appropriately timed to be of most value to the students.

The committee suggests that consumer education should be emphasized.

The committee feels that emphasis of Social Studies skills such as data gathering, comparison and evaluation of information and researching information should be emphasized as World of Work skills.

English-Grade 9.

Text: Guide to Modern English
Scott Foreman and Company
Glenview, Illinois

Chapter I. Writing Good Paragraphs

The skills learned in writing clearly and accurately and the organization required to master these skills are important for the World of Work. The classroom teacher can help the class to associate these skills with those things required in the world around them. For example, the skills required to report to an employer of the progress made in a job by could be associated with students being assigned to observe and report on the activity in the school cafeteria in preparing for lunch.

Chapter II. Clear Thinking

The skills developed and outlined in this chapter are vital to any successful life. The

exercises listed here help the students to develop research skills and to use their intellects to discover truth.

Chapter III. Group Discussion

Working in groups, leading a discussion, researching a topic, interviewing and being interviewed are vitally important skills in the World of Work. The personnel manager of any company and the school counselor would be two excellent resource persons for this subject.

Chapter IV. Increasing Your Vocabulary

The Vocational Implications of this chapter should be pointed out to the students so as to reinforce the relevancy of what they are studying.

Chapter V. Using the Library

The contents of this chapter can be used to show the students the importance of research skills to their lives in the World of Work. Use of the D.O.T. and the Occupational Outlook Handbook can be introduced here.

Chapter VI. Writing a Composition

The importance of written communication should be stressed occupationally with the classroom teacher being the resource person here.

Chapter VII. Using the Dictionary

The dictionary as a tool in communication should be emphasized.

Chapter VIII. Practice in Oral Composition

Oral communication is an important skill for the World of Work. Occupational emphasis should be stressed for this skill. Member of the local business and industrial community may be called upon as a resource for the class.

Chapter IX. Writing Friendly Letters

Emphasis on this material can lead easily into the skills needed for busin-ss communi-cations.

Chapter X. Doing Business by Mail

Exercises in this chapter aid in the development of skills required for the World of Work.

Chapter XI. Parliamentary Procedure

Participation and activity in a club is valuable training for the World of Work.

English-Grade 10

Text: Guide to Modern English
Scott, Foresman and Co.
Glenview, Illinois 60025

Chapter I. Writing Good Paragraphs

It should be pointed out that partici-pants in all areas of the World of Work need the skill of good writing habits. This chapter helps to develop that skill. Jobs and careers are a series of coices that require the mastery of many skills.

Recognizing and pointing out important details are valuable for observation and communication of ideas and thoughts.

Chapter II. Concrete and Abstract Words

Communication is invaluable for the World of Work. The classroom teacher can point out the im-portance of words and language to develop good commu-nication skills. The counselor in the school can be used as a resource person, the local newspaper or any communication media may be explored for a field trip.

Chapter V. Building Vocabulary

Building a good vocabulary is a vital tool in career choice. The importance of vocabulary in general can be stressed by the classroom as resources to indicate the vocabulary that exists for their job.

Chapter VI. Using the Library

Research skills are important for the World of Work. The Dictionary of Occupational Titles and the Career Outlook Handbook can be explored by the students. The school librarian can be made a part of the teaching team and help the students with the development of research skills.

Chapter VII. Taking Part in Discussions

Discussions provide ways of getting information, and in making decisions, help solve problems and give insights into other people's opinions. It is a vital tool for World of Work participation. The counselor could be used to demonstrate proper group techniques for discussion and help show the value of discussion.

Chapter VIII. Giving Talks

Communication is vital to the World of Work. A variety of jobs, occupations and professions require the ability to address groups at one time or another.

This can be reinforced by the teacher by having resource speakers come to the class.

Chapter IX. The Short Composition

Written communication is valuable for World of Work participation.

Chapter X. Friendly Letters and Notes

Letter Writing Skills are important in job choice. Introducing this skill in the form of a friendly letter can lead easily into the writing of business letters.

Chapter XI. Writing Business Letters

This chapter should assist the student in taking care of business matters, letters of application, and other related information

Chapter XII. Spelling

Correct spelling is an aid to effective communication.

Chapter XIII. Why Study English?

This chapter discusses information on the importance of English in preparing ourselves for any one of countless occupations. Examples are given by experts in their respective field of work.

Social Studies-Grade 11

Units: Law and the Individual

The World of Work will take the student to the courtroom and/or bring court officials to the classroom to familarize him with general concepts of law, legal procedures, courtroom procedure, arrest, trial, jail term, etc.

Units: Poverty and the Law

The World of Work attempts to make the student familiar with the various public service agencies for the aid of the economically disadvantaged--

Food Stamp Agency
Housing Authority
Legal Aid

Units: Criminology

In this course, The World of Work analyzes crime and the offender in terms of types, causes and cures, studying the entire system of criminal justice and corrections.

Units: Drugs and Drug Abuse

In this unit, The World of Work studies the different aspects of drug abuse and the drug laws. It also reviews the methadone program as well as whatever other rehabilitation programs might be in use today.

Units: Alcohol

Same program as for drugs. Add and stress the undesirability of drunk driving-its penalities, tragic effects, trends in local and national enforcement.

Units: City Government

In this unit, The World of Work teaches structure of New Orleans city government, takes the student down to City Council Meetings, has them interview their own City Councilmen, etc.

Units: Ecology

The World of Work will make all students aware of the critical balance in danger of being disrupted by modern industrial and private life practices in America today. The World of Work will make the student aware of what they can do to better the situation.

English-Grade 11

Text: Guide to Modern English
Corbin and Perrin

Chapter IV. Dictionaries

The World of Work will demonstrate that a dictionary at hand can make up for a photographic memory.

A dictionary at hand will insure correct spelling at all times.

The World of Work will familarize the student with all aspects of dictionary usage.

Chapters VIII-XIII. Paragraph and Theme Work

In doing paragraph work, The World of Work will demonstrate and teach proper procedures for accurate reporting, a skill needed in so many areas of employment.

Chapter XVI. Group Discussion Techniques

World of Work in teaching group discussions techniques and procedures, will train the student in the necessary skills for participation in meetings of all types. Knowledge of such procedural skills will serve handily in assisting at trades and crafts meetings in later life.

Twelfth Grade

The agreement of the committee was that at the twelfth grade the students will have had sufficient background in World of Work experiences to merit an intensive counseling program. It is suggested that the counselors will meet with their students at least once a month, and preferably twice a month to follow the monthly outline of activities set down in this guide.

It is further suggested that a booklet be given to each twelfth grade student to guide him through the sessions. The booklet can be developed by the counselor for his students in his particular school and if desired could contain the following:

I. A letter of introduction from the counselor or principal.

II. A description of what will occur in each meeting.

III. Attitude Section-Appendix H

IV. The Job World Section-Appendix I

V. Application Blanks

VI. Self Rating Sheet-Appendix J

VII. Sample Budget

VIII. Self Evaluation Form-Appendix K

The committee further recommends that one counselor from each school be trained in the administration of a General Aptitude Battery and that all high school students sit for it.

MONTHLY OUTLINE OF ACTIVITIES

September-Collection of data through questionaire concerning pupil occupational plans and goals.

October- Provide information which will assist students in attaining stated goals such as information regarding colleges, vocational and technical schools, vocational and technical courses, sources of training through the armed forces, scholarships available, etc.

November- Personality and Occupation-To discuss personality development in relationship to occupation. How it can be an asset or a liability. How certain personality traits are more suited to certain occupations or others.

December- Interest Inventory and Occupational Choice
Administer interest issue
Examine stated anxieties and exhibited interests
Promote development of self-concept and self-evaluation
Encourage self-evaluation

January- Develop job seeking skills (explain use of employment agencies, walk-in attempts, aid from relatives, etc.).

February- Interviewing do's and don'ts
(Suggest that a consultant from industry be brought in to assist this activity such as a personal manager, etc.).

March- Application filling do's and don'ts
Use of variety of forms

April- Bring in major employers in New Orleans area to discuss employment opportunities available in their individual fields. (Civil Service-state, federal, city; Public Service-South Central Bell, etc.).

May- Distribute follow-up cards and discuss follow-up procedure with students (Will be used to check students' activities after graduation).

III. RECOMMENDATIONS

A. Organizational Change

It is felt by the committee that a position should be created by the Board of Education to oversee all occupational programs in the Public Schools. This person would coordinate all occupational information pertinent to the development of students in the Public Schools. Further, this position could establish the necessary liason needed between the public schools and the local business and industrial community.

B. It is suggested that each school should have a camera, preferably a Poloroid, for every two teachers on the faculty. A camera is an invaluable tool for self-image.

Each classroom and school library should be made a ready resource for vocational information at all levels.

Extra-curricular activities which are interest-oriented and lend themselves well to vocational choice should be encouraged and fostered early in the child's school experience.

C. The committee felt strongly that every resource available should be investigated to implement guidance programs in the elementary schools. The committee realizes the expense of this however, they feel the presence and activities of a guidance counselor in each elementary school is vitally necessary for the welfare of the students.

D. It is strongly suggested that the teachers and administrators of our schools make every effort to include large amounts of occupational resource materials in their libraries and classrooms. These materials should be examined by the students and made available to them for their extended use.

IV. APPENDICES

APPENDIX A. The Committee

The activities and programs described in this guide were made available through the efforts of educators from the Orleans Parish Public School System. Sincere appreciation goes to them for this valuable contribution.

Mrs. Frances Bellerino	Teacher-Semmes Elementary School
Mr. Leonard Belton	Elementary School Coordinator-E.P.O.P.
Mrs. Ruby Calamari	Acting Principal-Lakeview Elementary School
Mrs. Constance Dolese	Principal-Lafayette Elementary School
Miss Anita Garcia	Assistant Principal-Jones Elementary School
Mrs. Alice Jupiter	Counselor-Landry Senior High School
Mr. Robert Kastner	Supervisor-Project Eight Children
Mr. Herbert McCullum	Principal-Peters Junior-High School
Mr. George Rockenbaugh	Coordinator-Gateway High School
Mr. Norwood Roussell	Principal-Derham Junior High School
Mr. Jessie Sherrod	Assistant Principal-Cohen Senior High School
Mr. Jude Soraporu	O.J.T. Coordinator-E.P.O.P.
Mr. Ed Washington	Assistant Principal-F. T. Nicholls Senior High School

APPENDIX B. "ME"

I am_____

I would like to_____

Sometimes I think_____

Once when I was little_____

If only_____

When I like someone, it's usually because_____

When I dislike someone, it's usually because_____

I show that I like others by_____

I show that I dislike others by_____

My best friend is_____

My home is _____

Fourth (Fifth or Sixth) Grade is_____

Usually teachers are_____

Education is important because_____

When I get older, I_____

It is easy to_____

Sometimes I find it hard to_____

If I could do exactly what I wanted to do now, I'd___

Something I think is great to do is_____

Someone I think is great is_____

APPENDIX C. "WHAT IS A JOB?"

1. People choose jobs for many reasons. Which of these do you think is most important? Number in the order of importance.

_____The amount of money paid (salary).

_____The way other people respect you.

_____The number of people you boss.

_____The way you help others.

_____The number of people who want your services.

_____The emjoyment that you get doing this work.

II. What kinds of jobs do you have now? List them.

III. Do you enjoy doing these jobs? Tell why or why not.

IV. Do you think everyone should be free to choose his own job? Why?

APPENDIX D. Data Gathering Methods

Have the pupils independently complete the following occupations survey.

NAME_____

GRADE_____

TEACHER_____

1. List in order five (5) jobs you would like to work in after you finish school.

1.
2.
3.
4.
5.

2. From the above list, choose the job you prefer and write a short paragraph telling why you chose this particular job and where you got the idea.

3. Please give the following information about your parents:

A. Father:

Education_____

Age_____

Occupation_____

B. Mother:

Education_____

Age_____

Occupation_____

APPENDIX E. PARENT INTERVIEWS

The pupils establish a set of standards to serve as a guide for a proper interview of their parents and a parental job information form also. Then each pupil interviews their father and write the responses. Each child presents their findings to the class and a discussion period follows each interview. The two forms to be developed should be as follows:

WE INTERVIEW OUR FATHERS

1. Actual title of his job.
2. Actual description.
3. How many years has he worked with this job?
4. What other type of work has he done?
5. Do you have any type of work that must be brought home and completed?
6. Who is your boss?
7. Do you like your work and why?
8. How does your Daddy get to his job?
9. In what other states have you worked with this job?
10. Do you do any kind of traveling for your present job?
11. What are your working hours? (Total Hours per day).
12. What days are you free from your job? Vacation time? Holidays?
13. Do you have a lunch break and a rest period? How long are these?
14. Have you been involved in any accidents on this job?
15. How much education do you need for this job? Did you need any type of special training?

PARENTAL JOB INFORMATION FORM

1. Describe an average day's work.
2. What kind of application did you fill out?
3. What is the title of your job and what do you really do?
4. What caused you to get interested in this job?

PARENTAL JOB INFORMATION FORM Cont'd

6. How did you apply for the job? Were you interviewed personally?
7. How long have you been working for that company?
8. What jobs are available at your company at this time?
9. What is the starting salary? Do you get periodic increases?
10. Do you enjoy your job?
11. Have you worked at other jobs before this? If so, why did you change?
12. What working hours do the men in your company keep?
13. What benefits, other than salary, does your company give?
14. Do you have eating facilities in your company?
15. How much vacation do the workers get?
16. Does your company provide any recreation?

APPENDIX F. PARENT INTERVIEWS

The following form may be sent to the fathers before their coming to speak to the group:

1. Name _____

2. Occupation _____

3. Would you be willing to come and speak to a group about your work? Yes_____No_____

4. Does your company have any films or informational material that could be used to help inform the students about this type of work? Yes_____No_____

5. Can the above material be ordered by the school? Yes_____No_____If so, please give the address.

6. If you answered yes to question three, please indicate a time that would be convenient for you. The school will contact you early enough so that arrangements can be made for this visit.

APPENDIX G. ATTITUDES TOWARD WORK SURVEY
(Experimental Form I)
For Grades Four through Six

WRITE YOUR NAME HERE_____AGE_____

SCHOOL_____GRADE_____

We want to know what you think about jobs and work. You can tell us what you think by answering some questions. On the next three pages, there are twenty (20) questions to answer.

Directions:

Read each question.
Read the answers
Pick out the answer that tells how you would answer the question.
Draw a line under that answer.

BEFORE YOU START, LOOK AT THESE SAMPLES.

SAMPLE A

Do you think an adult who has a job should be paid for doing his work?

Yes Probably Yes Probably No No

If you think that the answer to the question is "Yes", you would draw a line under "Yes" as shown above.

Here is another sample.

SAMPLE B

Which of these do you think is most true ab out jobs?

All people have jobs.
Many people have jobs.
Only a few people have jobs.

Which answer tells how you would answer the question? Draw a line under that answer.

There are no right or wrong answers. You will not be asked to explain your answers. We only want to know what you think about jobs and work.

Remember, read the question and draw a line under the answer that tells how you would answer the question.

Here are some questions that can be answered

Yes Probably Yes Probably No No

Draw a line under ONE of these answers for each question. Do NOT skip any questions.

- -

1. Would you like to listen to someone tell about the kind of work they do on their job?

   Yes Probably Yes Probably No No

2. Two people are talking about the kind of work you want to do when you are grown. Would you listen carefully to learn something about the job?

   Yes Probably Yes Probably No No

3. Would you watch a TV program that tells about the kinds of jobs in your community?

   Yes Probably Yes Probably No No

4. If friends of your family began to tell you about their jobs, would you ask questions about the jobs?

   Yes Probably Yes Probably No No

5. Would you enjoy visiting a place where people work so you could learn about different kinds of jobs?

   Yes Probably Yes Probably No No

6. Are you able to picture yourself working in a certain kind of a job when you finish school?

   Yes Probably Yes Probably No No

7. Do you think it is important for you to think about what kind of work you would like to do someday?

   Yes Probably Yes Probably No No

8. Do you think you know about the kinds of work you would like to do when you finish school?

   Yes Probably Yes Probably No No

Here are some questions that have several answers. Draw a line under the ONE answer that best tells how you would answer the question.

- -

9. Which of these ideas do you think is most true about work?

a) work is always hard and boring.
b) work is usually the same hard grind in whatever job you have.
c) work is sometimes hard and sometimes fun.
d) work is often fun.
e) work is always fun.

10. Which of these do you think is most true about jobs?

a) Any job that pays a lot will be OK with me.
b) I would like to do a job which I am good at.
c) I don't care what job I will have, just so I can work.

11. Which of these do you think is most true about work?

a) Getting paid a lot is more important than liking a job.
b) Liking a job is more important than getting paid a lot.

12. Work is:

a) something a person has to do.
b) doing something to help the community.
c) doing something to help yourself.
d) doing something just for the money.

13. About the jobs of some of the people in my family, I know

a) many things.
b) some things.
c) only a few things.
d) nothing.

Here are some questions that can be answered Yes or No. Draw a line under ONE of these answers for each question. Do NOT skip any.

---

14. In choosing a job, would you need to know what kind of a person you are?

Yes NO

15. Do you know of any jobs that you think you would like to do when you finish school?

Yes NO

16. Is work important mainly because it lets you buy things you want?

Yes NO

17. By the time you are in high school, should you be be sure about the kind of work you want to do?

Yes NO

18. Could people do any job they wanted to as long as they tried very hard?

Yes NO

19. Do you have only a very little idea what having a job would be like?

Yes NO

20. Can you think of several jobs that you would like to have when you finish school?

Yes NO

APPENDIX H. Attitude Section

Attitudes - Key To Personality

Personality is complicated, but you don't need to understand it fully. All you need to do is try to make a good impression on others. If you succeed in that, you have a good personality. Here are some tips that will help you:

TIP 1. Always make the most of your appearance.

> If you are sloppy on the outside, people won't bother to find out what you're like inside.

TIP 2. Remember that the way you talk is important.

> When you say is only as important as how you say it, (and sometimes it is less important). Show enthusiasm in th- way you talk, and think less about the words you use.

TIP 3. Don't worry about the word, "personality".

> There is no magic about it. If you favorably impress others, then to those people, you have a good personality. Your personality is what others see, hear, and sense about your attitudes.

TIP 4. Let your positive attitude show.

> You have a positive attitude inside--but nobody will ever know it unless you use it.

If you have the key to a door, you can open it and find out what is inside. If you have the key to a secret message, you can decode it and find out what it says. Your attitude is the key to your personality. It lets you unlock the best in yourself.

How to have a More Positive Attitude

No one can give you the self-confidence and desire you need in order to succeed. A positive attitude does not come wrapped up in pretty ribbons. It's not sold at a department store.

You must build it yourself. Here are tips that should help. They are not easy to follow, but they can help you to improve your future. Best of all, they can be put into practice now.

TIP 1. Do Not let others handcuff you with a negative attitude.

Some people seem to like their negative attitudes. They appear to get a kick out of complaining, doing mean things, and finding fault with life as it is today. They seem to enjoy griping and tearing things down. Don't let these few negative people trap you into having a negative attitude. Don't let them take you in or hold you back.

TIP 2. Look beyond the negative things you can't control.

People with positive attitudes learn to look beyond the negative things they can't control. You can do the same.

TIP 3. Make some decisions on your own.

Sooner or later you must make your own way in life. You must go it alone. There is no big hurry, but now is the time to prepare. You can float around only so long.

PROFILE "CHART ON ATTITUDE" RATE YOURSELF

HOW DO YOU THINK YOU RATE--	High	Above Avg	Avg	Below Avg	Low
1. In willingness to accept criticism?					
2. In openness of mind to other people's ideas of plans?					
3. In readiness to jump in and help other people with their work or problems?					
4. In patiently waiting your turn?					
5. In willingness to think and work first of all for the good of your group, department or team?					

HOW DO YOU THINK YOU RATE-- Cont	High	Above Avg.	Avg.	Below Avg.	Low
6. In willingness to be taught or coached?					
7. In ability to argue without losing your patience or temper?					
8. In readiness to seek counsel from others who may know more than you do?					
9. In being charitable or tolerant toward other people's shortcomings?					
10. In loyalty to your employer and your associates?					
11. In willingness to stay after hours if necessary to finish a needed job?					
12. In willingness to share your ideas and experiences with others?					
13. In being a good soldier when a vote or decision goes against you?					
14. In taking pleasure in the success or progress of other people?					
15. In willingness to own up to your mistakes?					
16. In willingness to wait for promotion until you have earned it?					

APPENDIX I. JOB WORLD SECTION

What do Employers look for? Many a job-seeker wishes he knew the answer to this question. Briefly, four of the important items every employer is concerned with in a worker are skill, experience, education, and personality.

What have you got to Offer? Here are some questions to ask yourself. Answer them honestly and see how you rate.

	Yes	No
1. Do you have a real willingness and desire to learn new skills and new ways of doing things?	___	___
2. Are you neat in your personal appearance and work habits?	___	___
3. Are you punctual?	___	___
4. Can you apply yourself to a job without being easily bored or distracted?	___	___
5. Can you adapt to new and unexpected situations easily?	___	___
6. Can you work under pressure, when necessary, without becoming nervous or upset?	___	___
7. Do you have confidence in your abilities?	___	___
8. Are you emotionally stable, capable of taking things in your stride?	___	___
9. Have you enough initiative to be able to work on your own?	___	___
10. Are your job plans in keeping with your own capacities and the opportunities employers have to offer?	___	___
11. Do you have a sense of duty and responsibility?	___	___
12. Are you reliable? Can you be depended on to do a job satisfactorily?	___	___

What Have You Got to Offer? Cont'd	Yes	No
13. Can you gain the friendship and respect of fellow-workers?	___	___
14. Can you cooperate with fellow-workers?	___	___
15. Can you cooperate with supervision and management?	___	___
16. Can you follow directions willingly and without argument because you respect authority?	___	___
17. Can you understand instructions and carry them out accurately?	___	___
18. Can you accept criticism without feeling hurt?	___	___
19. Can you work without constant supervision?	___	___
20. Do you ask questions about things you don't understand?	___	___
21. Can you complete a job once you start it?	___	___
22. Are you a pleasant person to work with?	___	___
23. Do you like people?	___	___
24. Are you friendly and congenial?	___	___

Appendix I Cont'd

HOW DO YOU THINK YOU RATE?	HIGH	ABOVE AVG.	AVG.	BELOW AVG.	LOW
1. In neatness of dress and personal grooming?					
2. In being punctual in getting to work and keeping engagements?					
3. In controlling your temper?					
4. In curbing your appetite-for foods that do not agree with you-in line with what you know to be good for you?					
5. In using your leisure time wisely to keep your body healthy and your mind fresh and efficient for work?					
6. In managing your finances, budgeting your living, saving money?					
7. In reading and studying to keep up with the progress of the trade or calling in which you earn a living?					
8. In keeping your promises, even when it is inconvenient or difficult to do so?					
9. In the self-discipline to make yourself work when you are lazy, bored or frustrated?					
10. In practicing when you preach?					
11. In living up to what you know to be right?					

APPENDIX J. SELF RATING CHART

HOW DO YOU THINK YOU RATE--	HIGH	ABOVE AVG	AVG	BELOW AVG	LOW
1. As a self-starter who doesn't have to be pushed or prodded?					
2. As a finisher of things you start?					
3. As a person who can work with little supervision?					
4. In ability to get along with associates?					
5. In ability to work under pressure?					
6. In ability to concentrate on a job?					
7. In the efficient use of your time?					
8. In the accuracy of work?					
9. In the neatness of work?					
10. In the speed of your work?					
11. In finishing work at the time expected or promised?					
12. In willingness to tackle unpleasant assignments?					
13. In mastery of detail?					
14. In ability to organize work?					
15. In willingness to more than your share when necessary?					
16. In resourcefulness for difficult problems?					
17. In willingness to assume responsibility?					
18. In learning from mistakes? and not repeating them?					
19. In stick-to-it-iveness in the face of trials?					
20. In pride in doing every job the best you can possibly do it?					

APPENDIX K. SELF-EVALUATION

YOU! As you See Yourself!

APPEARANCE:	Excellent	Very Good	Average	Fair	Poor
Cleanliness					
Neatness of dress					
Choice of dress					
Grooming of hair					
Bearing and posture					
General Impression					

PERSONAL TRAITS:	Excellent	Very Good	Average	Fair	Poor
Manners					
Speech					
Voice					
Smile					
Relations with fellow-employees					
General Impression					

PERFORMANCE:	Excellent	Very Good	Average	Fair	Poor
Punctuality					
Attendance					
Use of free time					
Willingness to serve					
Eagerness to learn					
Care of equipment					
Neatness					
Knowledge of work					
Use of telephone					
Accuracy					

V. RESOURCE MATERIALS

A. RESOURCE MATERIAL FOR TEACHERS - ELEMENTARY.

Bucher, F. A., Activities for Today's Social Studies, Owen Publishing Corporation, Darien, Connecticut.

Forester, Gertrude, Occupational Literature, H. W. Wilson Company, New York, 1964.

Raths, Lewis E., Harmin, Merrill E. and Simon, Sidney B., Values and Teaching, Charles E. Merrill Publishing Company, Columbus, Ohio.

Torrance, E. Paul, Rewarding Creative Behavior, Guiding Creative Talent, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Norris, Willa, Occupational Information in the Elementary School, Science Research Associates, Chicago, Illinois 1963.

OCCUPATIONAL OUTLOOK HANDBOOK. 1968-69 Edition, U. S. Department of Labor, Bureau of Labor Statistics, Bulletin No. 1550. Science

Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois. "Our Working World" series by Senesh, "Job Families".

Careers, Largo, Florida.

Values to Live By, Seven Stories for Growth, Stek-Vaughn Company, Post Office Box 2028, Austin, Texas 78767.

Career Guides, Louisiana State Department of Education, Mr. Ralph Morel, State Director of Guidance, Baton Rouge, Louisiana.

"200 Great Futures for You". Louisiana Hospital Assn. Foundation, Research and Education, 1515 St. Charles Avenue, New Orleans, Louisiana 70131.

Steps to Economic Literacy, A sampling of Resource Units Instructional Service Bulletin #58, Division of Instruction, New Orleans Public Schools, 1966.

Social Studies Games and Activities. Wagner, et al, Teachers Publishing Corporation, Darien, Connecticut.

Social Studies in the Elementary School, Hill Bulletin. 1960 Superintendent of Documents, U. S. Printing Office, Washington, D. C.

Free and Inexpensive Learning Materials. Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee.

Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago, Illinois.

Elementary Teacher's Guide to Free Curriculum Materials. Educator's Progress Service, Randolph, Wisconsin.

Selected Free Materials for Classroom Teachers, Aubrey Fearon Publishers, Palo Alto, California.

Careers Today., Magazine which began January, !969. Careers Today, PO Box 2574, Terminal Annex, Los Angeles, California 90054.

Instructor Magazine. 1968 issues had two page spreads on various occupations.

The Vocational Guidance Quarterly., American Personnel and Guidance Association.

Developing Vocational Instruction., Mager, Robert F. and Beach, Jr., Kenneth., Fearon Publishers, Palo Alto, California

Many of the above referenced materials may be found in the Educational Resource Center Library.

B. RESOURCE MATERIALS FOR STUDENTS - ELEMENTARY

Aldis, D., "Like Me", Making Music Your Own, Silver Burdett Company, 1966. Page 9.

Allen, Laura Jean. Mr. Jolly's Sidewalk Market, A Little Owl Book, Holt Rinehart Winston, Inc., New York. 1965.

Barr, J., Baker Bill, Fireman Fred, Mike Milkman, Policeman Paul, Albert and Whitman Co., Chicago, Illinois, 1962.

Buchheimer, N., Let's Go to the Telephone Company, G.P. Putman's Sons.

Cook, David, My Community Teaching Pictures, David Cook, Elgin, Illinois, 1966.

Gates, M., Friends and Workers, Macmillan.

Greene, Carla, I Want to be a Farmer, I want to be a Train Engineer, I Want to be a Truck Driver, I Want to be a Fireman, I Want to be a Postman, I want to be a Newspaper Reporter, I Want to be a Telephone Operator, I want to be a Librarian, I Want to be a Coal Miner, I Want to be a Dentist, I Want to be a Doctor, I Want to be a Homemaker, I Want to be a Musician, I Want to be a Ship's Captain, I Want to be a Space Pilot, I Want to be a Storekeeper. Children's Press, Chicago, Illinois.

Hoffman, E. and Hefflefinger, J., School Helpers, Melmont Publishing, Inc.

Judson, C., People Who Work in the Country and in the City. E. M. Hale and Company

Keilcher, H., Library Workers, Harper

Leavitt, J., The True Book of Tools for Building, Childrens Press, Chicago, Illinois

McCory, H., People Who Work For Us., D. C. Heath Company.

McIntire and Hill, Working Together, Follett.

Paull, G., Come to the City, Abelard-Schuman.

Pope and Emmons, Your World, Let's Go To the Supermarket, Your World, Let's Build A House, Taylor Publishing Company, PO Box 597, Dallas, Texas 75221.

Presno, C., and V., People and Their Actions in Social Roles, Prentice-Hall

Puner, H., Daddies, What They Do All Day, Lothrop, Lee and Shepard Company, Inc.

Smith, N., Helpers on a Boat, Silver Burdett.

Sootin, L., Let's Go to a Bank, G. P. Putnam's Sons.

Stanek, M., How People Live in the Big City, Benefic Press.

Talmadge, M., Let's Go to the Truck Terminal, G. P. Putnam's Sons.

Tester, Sylvia, My Friend the Fireman, David Cook, Elgin, Illinois, 1966. My Friend the Policeman. 1968.

Tiegs, Adams, and Thomas., Your Towns and Cities, Ginn.

Urell, C. and Nonnemacher, R., Big City Water Supply, Fallett and Company

Urell, C. and Vreeken, E., Big City Workers, Follet and Company

Films

Coronet Instructional Films, Helpers at Our School, Who Are the People of America? Learning from Disappointments.

Encyclopedia Britannica Films, Inc. The School Community, The City Community, The Home Community, The Town Community, The Neighborhood Community, The Public Utilities, Developing Your Personality.

Film Associates. A City and Its People.

Filmstrips

SVE, World of Work Series with Teacher's Guide, Who Are You? What do You Like to Do? What is a Job? What are Job Families? What Good is School?

Filmstrips Cont'd

SVE, Living Together Series, A Day at School, Family Helpers, A Family Shopping Trip, A Ride in the Country, Learning to use Money Wisely. Respect for Property, Consideration for Others.

Edu-Craft pre-vocational film strips. Wonderful World of Work, 6475 Dubois, Detroit, Michigan 48211

Encyclopedia Britannica Films, Inc., Keeping the City Alive, School Helpers, Working in the City.

Eye Gate House, Inc., Big City Workers, Different May Be Nice.

MOVIES:

MOTHERS: WHAT THEY DO - Color - 11 minutes - PE

Mothers take care of their families in many different ways. Visualized in this film is the work of three mothers-a full-time housewife, a full-time working mother, and a part-time working mothers. This film relates these mothers to their family life and to the economy of their communities.

WHY FATHERS WORK - Color - 14 minutes - PE

This film presents an easy-to-understand concept of the economic functions of the family as a community unit. Young viewers meet a working father and see where he goes and what he does. They learn that as a structural iron-worker, he performs only one of the mahy tasks involved in building a skyscraper, which underscores the fact that it takes many, many people to provide goods and services in the city. With the money a worker earns, he can buy necessities for his family.

Job Attitudes:
Liking Your Job and Life
Why Work at All
A Job That Goes Someplace
Trouble at Work

Why Work at All - kit - color - 10 minutes - JS

A discussion of basic work values - work as a key to independence, as an outlet for energy, as a means of achieving satisfaction, and as a means of channeling hostile, aggressive drives - is provided in this kit.

Movies Cont'd

A Job That Goes Someplace - kit - Color - 18 minutes - JS

This open-ended kit (filmstrip and recording) offers opportunity for class discussion by providing a confrontation between two young men, one of whom wants to enter a business that offers opportunity for advancement, the other satisfied with a job that leads nowhere.

Liking Your Job and Life - kit - Color - 30 minutes - JS

Esamination of life styles of 4 skilled blue-collar workers - a construction worker, factory worker, community worker and television repairman - provides for discussion of some problems faced by young workers.

Trouble at Work - kit - Color - 24 minutes - JS

This open-ended kit is a presentation of four conflicts in the working world: hazing by older workers, failure to communicate with the boss, absenteeism, and lack of ambition.

Westinghouse Learning Corporation, Westinghouse Learning Press, New York.

1) Our Values
2) Our Society
3) Our Economy

When We Grow UP. Esther Casjins, Eldridge Publishing Company, Franklin, Ohio

Encyclopedia Britannica Educational Corporation. 425 North Michigan Avenue, Chicago, Illinois

1) Work
2) Working Together on Man's Earth
3) Knowing Our School

Dillon Press, 106 North Washington Avenue, Minneapolis, Minnesota. Career Books for Young Readers.

C. RESOURCE MATERIALS FOR STUDENTS - SECONDARY

NINTH GRADE

Helping Yourself to a Job - Parts I and II.
Publisher, Finney Company

Occupations for You, A Brief description of all kinds of Jobs., The Allington Corporation, Alexandria, Virginia

Quid Educational Filmstrips:

1) World of Work
2) Employment Opportunities
3) Utilities/ Communications
4) Work, Habits and Attitudes
5) Personal and Family Management

AVID Instructional System Division, 10 Tripps Lane, East Providence, Rhode Island 02914.

FILMSTRIPS-Grades 7-12.

Society of Visual Education, Inc.
1345 Civersey Parkway
Chicago, Illinois 60614

Vocational Decisions

This set of 3 full color sound filmstrips discusses the variety of vocational avenues open to the student. Emphasis on considering abilities, interests, and training when making vocational decisions. Touches on philosophy of work.

C 788-An Introduction to Vocation. Views a vocation as a major avenue of expression of one's life. (49 frames, 18 minutes).

C 788-2-The World of Work. Discusses why choice of career is a personal matter. How to choose a vocation. (69 frames, 18 minutes).

C 788-3-Counseling in Vocational Decisions. Value of outside assistance in making vocational decisions; respect of student's independence. (63 frames, 18 minutes).

Each filmstrip with teacher's guide.....$7.50
C 788-1RR Record for 3 Filmstrips above.$7.00
C 788-SR-Set of 3 filmstrips, 1 Back to Back Record, 3 Guides.....Only $27.00.

Visual Products Division
3M Company, 3 M Center
St. Paul, Minnesota

Office Behavior, Attitudes and Traits...15-3702-6
$35.00

Attitude and behavorial mannerisms that contribute to success in a clerical position are incorporated into a study of qualities and habits that can be acquired by constant evaluation of oneself.

Clerical Occupations and Responsibilities..15-3701-8
$35.00

An overview of the various aspects of clerical work including receptionist, typist, file clerk and efficiency expert of the office. Discusses responsibilities involved in telephone communications, mail handling, microfilm filing, paper reproduction, and other duplicating processes as they relate to one another.

Career Planning.....15-3717-4
$35.00

Factor involved in job selection in terms of type of work available to clerical workers, how to apply for a job; interviewing and attributes that help contribute success in gaining employment.

Personality and Appearance in the Office..15-3715-8
$35.00

Development of personality best suited to office behavior and the necessity of good grooming habits.

Scott Education Division
Holyoke, Massachusetts 01040

Guide to Finding a Job.....72017003
$35.00

A briefing for students about to go to work. Transparencies take up:

1. Where to look for a job.
2. The rigors and requirements of interview and application forms.

3.) Employment forms, W-4 payroll, Social Security, etc.

The teacher's guide helps plan lessons.

WHERE THE ACTION IS

New Orleans Public Schools
Division of Instruction
Audio-Visual Education Section

Careers in Broadcast News	11 Min.
Careers with A Future-Millwright	20 Min.
Careers with A Future-Electrician	15 Min.
Careers with A Future-Instrumentation	19 Min.
Careers with A Future-Pipefitting	20 Min.
Careers with A Future-Rigging	20 Min.
Careers with A Future-Secretary	15 Min.
Careers with A Future-Welding	20 Min.
Personal Qualities for Job Success	11 Min.
Planning Your Career	16 Min.
Your Career in Nursing	27 Min.
Why Study Home Economics	10 Min.
Getting A Job	16 Min.
Job Interview-Men	17 Min.
Job Interview-Women	16 Min.
Learning About Careers	9 Min.
Salesmanship-Career Opportunities	15 Min.
Selling As A Career	11 Min.
Sheet Metal Worker	11 Min.
Why Study Industrial Arts	10 Min.
Your Job: Finding the Right One	14 Min.
Your Job: Applying for It.	30 Min.
Your Job: You and Your Boss.	30 Min.
Your Job: Good Work Habits	30 Min.
Your Job: Getting Ahead	30 Min.
Planning A Career	30 Min.

Educational Dimensions Corporation
Box 146, Great Neck
New York, New York 11023

Careers in Film Making	Careers in Fine Arts
Art Careers in Advertising	Careers in Drafting
Careers in Fashion Design	Careers in Television
Careers in Illustration	Careers in Photography
Writing Careers in Advertising	

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, Mi-souri 63011

World of Work Kit.

By Anderson, Anton, Corman, Kipness and Slater-
Grades 7-12.

50-4 page illustrated fiction stories dealing with job-worker situations, written on fifth grade reading level.

Complete kit----------$85.00

Occupations and Careers

By S. Norman Feingold and Sal Swendloff-Grades 7-12.

Explores World of Work and relationship of their current studies to the World of Work.

Student Text----------$5.97

Your Job and Your Future

By James Olsen-Grades 7-12

Skill developing language arts workbooks for the disadvantaged urban child.

Book I------$.99
Book II-----$.99

What Job For ME? Series

Each book is concerned with self-image and skills required for the World of Work

Series----------$17.50

Know Yourself.

By Dr. Arnold L. Ganley and Dr. George S. Slias

Guidance text for 12-15 year olds that helps the student develop self-concept, construct an educational plan and select a vocational goal.

Text----------$2.64

American Personnel and Guidance Association
1607 New Hampshire Avenue, Northwest
Washington, D. C. 20009

Assisting Vocational Development in the Elementary School.....16 pp booklet.....$.40

Career Guidance Practice in School and Community by Lorraine Sundal Hansen...180 pp.....$3.95

Social Reform and the Origins of Vocational Guidance....by Richard Stephens..184 pp.....$4.50.